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| **CLASS:** 7A English | |
| **TOPIC:** Transformation & Masks / *Two Hands Together* (class novel) | |
| **RESOURCES:** sequencing activity, glue, scissors, dialogue copies | |
| **SYLLABUS OUTCOMES:** 1.12, 9.7, 11.15 | |
| **LESSON OBJECTIVE:** By the end of the lesson, students should understand the key events of the class novel, Two Hands Together. Also looking at symbolic items in the book – what they are and how they affect the story. | |
| **TEACHING AND LEARNING ACTIVITIES:**  AGENDA  Story sequence  *Move furniture*  Activity 1: Becoming Objects  Activity 2: Acting Out  *Move chairs*  GAME: “Prince of the Palace”  *All furniture returned*  Heading and date into their books: “Sequence of Events in Two Hands Together”  Cut and paste activity – sequencing the events in the order they happen (worksheet)  Explain lesson sequence and reiterate drama-activity rules  - 10 Lines for those who do not FREEZE when told  Chairs, desks and bags out of the way; students sitting in a circle  Activity 1: Becoming Objects  Discuss the significance of the four key objects in the book and what they mean to the characters. Students are to form groups of FOUR and “become” the following objects (FREEZE when told to do so).  Students are to be given 10 seconds to make each formation.  ‘Mr. Universe’ Trophy Possum-skin rug Lemon Tree River  Activity 2: Acting Out Key Events  Students are to form groups of THREE-FOUR (depending how many students there are) and they are to plan / act out a scene from the book.  Students are to decide: which person will play what character, how they will act it out.  They will be given a sheet of dialogue to work with, but must create actions / movement.  Then each team will ‘act’ in front of the class.  Move chairs – four rows of six (roughly, but depend on how many students there are)  GAME: Prince of the Palace (have dialogue on the board so students can refer to it)  LEADER: “Prince of the palace has lost his cap – some say this, and some say that. I say it was team number…”  TEAM: “No sir, not I sir!”  LEADER: “Then who?”  TEAM: “Team number… sir!”  All furniture returned  Merits handed out | **TIME:**  10 mins  5 mins  10 mins  10 mins  2 mins  10 mins  3 mins |
| **ASSESSMENT STRATEGIES:**  Recall (completion of work sheets)  Informal discussion  Informal observations (group activities) | |
| **EVALUATION:**  Students in this class responded very well to the drama activities. Behaviour was, overall, satisfactory from all students and I feel that they were all aware of the expectations set for the lesson (where transitions between activities were particularly successful). It prompted students to think about key elements in the book in a way which interested and engaged them. I felt that the lesson agenda, however, was a little overambitious as we could not complete activity 2 as planned. If the lesson was taught again, I’d think about giving more time to activity one and exploring the significance of the key objects from the story and therefore, engaging in the learning outcomes more closely. | |